

USC Aiken School of Education Lesson Plan Format

Candidate Name:	Anna Underwood	
Lesson Title:	<i>Mammals</i>	
Subject Area(s):	ELA	
Grade Level(s)	Kindergarten	
Date:		
Duration:	45 minutes	
Standards:	K.W.2.1 Writers use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic	
Learning Objective:	I can write to inform.	
Essential Question(s):	How can I write to provide information?	
Number of Students:	21	
Evaluation / Suggested Assessments:	<p>Prior to lesson: <i>Introduce animals and the 5 different classifications briefly. The teacher will ask students what animals belong to each of the classifications.</i></p> <p>During the lesson: <i>Students will take notes on their T-chart to add to their Animal Classification Book</i></p>	
Diversity for Student Learning	Accommodations and/or Modifications for Special Needs	Students will work independently and with partners. Students will meet with the teacher when/if necessary. There are different activities for each learning type.
	Differentiation	
Grouping	<i>Whole group, small group, partners, independent work</i>	
Materials/Resources:	<i>Anchor chart, nonfiction mammals book, animal classification (mammal) bubble map, mammal replicas, pencils, crayons</i>	
<p><i>*Attach a copy of all assessment sheet(s) to your lesson plan. Include any rubrics, checklists, rating sheets, scoring guides, etc. that will be used.</i></p>		
<p><i>*Attach a copy of all handouts to your lesson plan.</i></p>		
Educational Technology:	<i>Smartboard, Airsterver, computer</i>	

Pedagogical Strategies:	<p><i>What are you going to do to achieve your learning objective? Check all that apply.</i></p> <table border="1"> <tr> <td><input type="checkbox"/> Hands-on Activity</td><td><input checked="" type="checkbox"/> Manipulatives</td><td><input type="checkbox"/> Modeling</td></tr> <tr> <td><input checked="" type="checkbox"/> Graphic Organizer</td><td><input checked="" type="checkbox"/> Lecture</td><td><input type="checkbox"/> Guided Practice</td></tr> <tr> <td><input checked="" type="checkbox"/> Thinking Map</td><td><input checked="" type="checkbox"/> Drawing/Artwork</td><td><input checked="" type="checkbox"/> Brainstorming</td></tr> <tr> <td><input checked="" type="checkbox"/> Small Groups</td><td><input type="checkbox"/> Mnemonic Device</td><td><input checked="" type="checkbox"/> Movement</td></tr> <tr> <td><input checked="" type="checkbox"/> Think-Pair-Share</td><td><input type="checkbox"/> Game</td><td><input type="checkbox"/> Music</td></tr> <tr> <td><input checked="" type="checkbox"/> Interactive Read Aloud</td><td><input type="checkbox"/> Web Quest</td><td><input checked="" type="checkbox"/> Video</td></tr> <tr> <td><input type="checkbox"/> Reading Workshop</td><td><input type="checkbox"/> Inquiry Stations</td><td><input type="checkbox"/> Roleplay</td></tr> <tr> <td><input type="checkbox"/> Writers Workshop</td><td><input type="checkbox"/> Problem-Based Learning</td><td><input type="checkbox"/> Journal Writing</td></tr> <tr> <td colspan="3"><input type="checkbox"/> Other:</td></tr> </table>	<input type="checkbox"/> Hands-on Activity	<input checked="" type="checkbox"/> Manipulatives	<input type="checkbox"/> Modeling	<input checked="" type="checkbox"/> Graphic Organizer	<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Guided Practice	<input checked="" type="checkbox"/> Thinking Map	<input checked="" type="checkbox"/> Drawing/Artwork	<input checked="" type="checkbox"/> Brainstorming	<input checked="" type="checkbox"/> Small Groups	<input type="checkbox"/> Mnemonic Device	<input checked="" type="checkbox"/> Movement	<input checked="" type="checkbox"/> Think-Pair-Share	<input type="checkbox"/> Game	<input type="checkbox"/> Music	<input checked="" type="checkbox"/> Interactive Read Aloud	<input type="checkbox"/> Web Quest	<input checked="" type="checkbox"/> Video	<input type="checkbox"/> Reading Workshop	<input type="checkbox"/> Inquiry Stations	<input type="checkbox"/> Roleplay	<input type="checkbox"/> Writers Workshop	<input type="checkbox"/> Problem-Based Learning	<input type="checkbox"/> Journal Writing	<input type="checkbox"/> Other:		
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<p>Procedures: Structure the lesson <i>according to your instructor's prescribed instructional model (e.g. Learning Cycle, The E's, Gradual Release, etc.).</i></p> <p><i>Include time estimates for each phase of your lesson.</i></p> <p><i>Provide a detailed description of the lesson's step-by-step procedures in chronological order.</i> <i>Include:</i></p> <p>1) Launching the lesson with a strong opening 2) One or more opportunities for student exploration 3) Direct teaching 4) A meaningful closure</p> <p>Formative assessment/comprehension checks <i>should be embedded throughout the lesson.</i></p>	<p>*This will be the first lesson of the unit.</p> <p>The teacher will introduce animals and briefly discuss the 5 classifications. To introduce mammals, the teacher will show students the following video https://www.bing.com/videos/search?q=mammals+video&view=detail&mid=7FBD868D610BDB10B22E7FBD868D610BDB10B22E&FORM=VIRE</p> <p>Then, the teacher will read a nonfiction book about animals. The teacher will stop and discuss the characteristics of mammals. We will also talk about which types of animals are mammals.</p> <p>Then, we will explore the mammal replicas. Students will work in small groups and be given one replica. Each group will have several minutes to work together to discuss the characteristics of their mammal and why it is considered a mammal. They will then share their thoughts with the class.</p> <p>After the interactive read aloud, the teacher will create an anchor chart of mammals. We will create a bubble map of mammals. Before making the chart, the teacher will give students a few minutes to turn to their elbow partner and discuss the characteristics of mammals. Then, together we will make a bubble map including characteristics of mammals. After making the bubble map on the anchor chart, we will review our chart. Then, we will preform the following movement activity https://www.bing.com/videos/search?q=Mammal+Elementary+Song&view=detail&mid=643683433DDA71DB4716643683433DDA71DB4716&FORM=VRDGAR before returning to our seats.</p> <p>When students return to their seats, they will make their own bubble map of mammals. The teacher will conference with students independently during this time.</p>																											
Safety Considerations:																												
Follow Up:	<i>The teacher will check in with students to check for understanding.</i>																											
Reference(s):	<i>Youtube, mammal nonfiction book</i>																											

Interdisciplinary Unit Title: Daily Lesson Plans

Developed by: Valerie Wise

Grade Level: Kindergarten

Subject Area(s): Math

Standards Correlation: K.ATO.1 Model situations that involved addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations or equations.

Duration: 45 minutes

Grouping: Small Groups

Lesson Objective(s): I can create addition or subtraction sentences using animal manipulatives.

Materials: Animal manipulatives, dry erase boards, dry erase markers.

Procedures: Students will work in small groups of 3 or 4. Students will choose animals or animal group and discuss what math story they want to create. Students will display the math story with the animal manipulatives, then they will write the math sentence on the dry erase board.

(example: 5 fish were swimming in the pond. 2 fish swam away to chase a bug. 3 fish are left. $5-2=3$.)
The groups will share their math story with the class.

Elicit	Purpose: Access prior knowledge What classification does this group of animals belong in? How can we create a math story about this group of animals.
Engage	Purpose: Get students' attention and provide a "hook" for the lesson Students will choose animal manipulatives and discuss how to create a math story, using what they know about the animals. Students will present their math story.
Explore	Purpose: Students plan and carry out an investigation. Students will display animal manipulatives to show their math story.
Explain	Purpose: Introduce new content related to the students' exploration. What part of this math story shows something you learned about this group of animal?
Elaborate	Purpose: Apply knowledge to new situations. What else can you add to the math story to show what classification the animal belongs to? Can you add more detail to your math story?
Evaluate	Purpose: Check for student understanding (formative assessment) and assess student mastery of content (summative). Watching students create and discuss their math story as well as listening to their presentation. Example: Ask questions, give a test, assess a writing assignment
Extend	Purpose: Transfer knowledge and generate additional questions.

	Students can add this math story to their math journals, adding an illustration to show how they had their manipulatives.
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Interdisciplinary Unit Title: Daily Lesson Plans

Developed by: Ashley Walpole

Grade Level: 5K

Subject Area(s): Mathematics

Standards Correlation:

K.MDA.3: Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.

Duration: 45 mins.

Grouping: Whole group, then individual work

Lesson Objective(s): The student will be able to sort and graph data.

Materials: tablet paper, *markers*, animal manipulatives, brown paper bag, graph template, crayons, zip-lock baggies

Procedures: Introduce the graphing skill with a Graph anchor chart that includes sorting and graphing vocabulary. Then, practice graphing in whole group. The teacher will have a brown bag of animal manipulatives. The teacher will call individual students to pull an animal manipulative at a time to sort then graph. Next, tell students that they are going to sort and make their own animal graph. The teacher will give each student a baggie of animals. The students will sort the animals into three categories. Next, the students will color in the bar graph to match the animal data.

Elicit	Purpose: Access prior knowledge What is graphing? What is the purpose of graphing? Use Think-Pair-Share.
Engage	Purpose: Get students' attention and provide a "hook" for the lesson In whole group, sort animal manipulatives using brown paper bag activity. Be ready to be called to participate.
Explore	Purpose: Students plan and carry out skill. Using animal manipulatives, can you sort and graph? Individual students will sort a bag of animal manipulative into three categories.
Explain	Purpose: Introduce new content related to the students' exploration. You graphed your animal manipulatives. Now, explain what your data shows.
Elaborate	Purpose: Apply knowledge to new situations. After graphing manipulatives, students will answer questions based on their individual graphs.
Evaluate	Purpose: Check for student understanding (formative assessment) and assess student mastery of content (summative) The teacher will grade students based on the correctness of students' graphs. The teacher will look to see that the animal manipulatives match one-to-one-correspondance to the students' graph.

Extend	Purpose: Transfer knowledge and generate additional questions. Have students switch animal manipulative baggies, and sort in a different way, then graph their manipulatives on a bar graphing sheet.
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